DOCUMENT RESUME

ED 044 330 SO 000 305

TITLE	NICSSE Bulletin. Social Sciences in the Secondary School. Numbers 1 and 2.
INSTITUTION	Australian Council for Educational Research, Victoria.
PUB DATE	Jul 70
NOTE	16p.
AVAILABLE FROM	Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria, Australia 3122
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.90
DESCRIPTORS	Book Reviews, *Curriculum Development, *Curriculum Research, Educational Trends, *Newsletters, *Secondary Education, *Social Sciences
IDENTIFIERS	*Australia

ABSTRACT

This newsletter is the primary communication channel of the National Information Centre for Social Science Education to Australian schools. The Centre was set up by the Australian Council for Educational Research and is part of the Social Science Curriculum Project. It contains articles on research and development in Australia and overseas relevant to secondary school social science education, book reviews, and available materials. Future issues of this newsletter are available only by subscription. (VLW)

NICSSE bulletin

Social Sciences in the Secondary School

Number 1
July 1970

Social Science Curriculum Project

The National Information Centre for Social Science Education (NICSSE)—set up at ACER in 1969—forms part of a Social Science Curriculum Project which has also involved work on the development of learning materials for the classroom. Special grants from the Myer Foundation have made this work possible.*

The major aims of the Centre are to provide information to teachers and others about recently produced materials in the social science field, to give accounts of relevant research and development going on here and overseas, and to set up some means of communication between people working in the area.

Though we are interested in teaching about society at all levels of education, we have for the present been obliged, owing to limited resources, to restrict our efforts essentially to the secondary school.

Distribution

The publication of this first issue of the bulletin marks the formal opening of communication between the Centre and a general body of educators on a national level. On this first occasion, we are distributing a free copy to every secondary school in Australia as well as to members of curriculum and subject association committees and other interested bodies such as research branches of education departments and examination boards. Academics working in the associated disciplines and other interested persons will also receive copies.

The future of the bulletin depends very much on whether funds become available for its continuation. Whatever eventuates, we have committed ourselves to publishing three issues this year. Unless we receive financial assistance, however, we will be forced to introduce a subscription charge for the second and third issues. Under favourable circumstances, we propose to distribute free copies of each of the four issues produced on an annual basis from 1971.

It may also prove possible to offer without charge detailed reports on those materials which have been evaluated. A list of these reports appears later in this issue.

Origins of NICSSE

The proposal to set up the Centre arose from the UNESCO Seminar on the Teaching of the Social Sciences at the Secondary Level held in August 1967. Discussions during and after the seminar pointed to the need for such a service.

Two national meetings were held in 1968 to review the outcomes of the seminar. All state education departments as well as the newly formed committees on the teaching of the social sciences sent representatives to the meetings. Both meetings gave full support to the proposal for a national clearing house or information centre.

A basic principle on which NICSSE has operated is that all those concerned with teaching in this field—no matter what subject area or school system they are working in—have certain common interests. NICSSE sees its role primarily as furthering these interests.

Disciplines Involved

To date there is no term in common use which adequately covers the curriculum area concerned with 'teaching about society' or 'the study of society'. 'Social science education', the term which has been adopted for the Information Centre, is intended to cover, firstly, the existing school subjects—history, geography, social studies, economics, commerce, and citizenship education; secondly, the attempts made to explore methods of introducing the teaching of the more recently established social sciences—sociology, anthropology, psychology, etc.; and thirdly, the development of courses in social science or general studies or social education which may be based on an integration or combination of the various social disciplines.

As a necessary preliminary to offering its services, NICSSE has first had to concentrate on setting up a limited collection of learning materials, research reports, books and articles. These have been catalogued and analysed so that information can now be obtained on a variety of topics. The Centre is not at present able to provide a general advisory service but is publishing a series of reports, reviews and

descriptions of materials which it believes will be of value to curriculum authorities and to the many teachers working in the area.

Development of Materials

Again, because of limited resources, we have been obliged to set only modest objectives for this work. Nevertheless we see the two processes of disseminating ideas and of creating learning materials as closely related activities.

Work so far has been of an experimental nature. We are currently developing materials relating to the broad theme of 'The Changing Urban Landscape'. Source data are being collected from the several disciplines of history, geography, economics, sociology, social psychology and anthropology. A major aim is to demonstrate how these various elements can combine to provide a clearer understanding of social phenomena in urban society.

As matters stand, the project will aim at having a set of materials prepared and evaluated by the end of 1970. Such a programme should make possible the publication of a first unit in 1971. Hopefully, this venture will be the forerunner of further units.

* The production and distribution of this first issue have been paid for from these grants. ACER would like to express its thanks to the Myer Foundation for both the original grant in 1969 and its renewal in 1970.

Recent Impressions of Five States

This article was written by Dr David Dufty, Department of Education, University of Sydney. After a three-week trip through the five southern states, Dr Dufty was requested to put down his initial impressions of current developments in social science education. His investigations will be extended to Queensland and he intends to produce a written and audio-visual report on what has been happening to social science education since the Burwood seminar in 1967. His major focus of attention has been on interdisciplinary courses at the secondary level. Dr Dufty's trip was financed in part by ACER funds.

'I'm making a tour of the states to study what's happening in social science education.'

'Lucky man! I suppose you'll be visiting California, New York and Florida.'

'No! But I'll be visiting Western Australia, Tasmania and Queensland.'

'Oh! I thought you were going *overseas*.'

Exchanges like that occurred more than once, as if to suggest: 'Surely there's nothing very interesting or significant happening in Australia!'

On the contrary, I regard the Australian scene in social science education as both stimulating and of considerable educational significance, but not without its problems.

National Scene

There are a number of issues which are Australia-wide in scope and which are inevitably a part of every cross-state conversation. They could be stated as a series of dichotomies:

(a) 'social science' courses stressing scientific concepts, procedures and attitudes *versus* new 'social studies' courses which agree on the importance of social science but also emphasize human relations, value questions and integration with the humanities;
(b) multi-disciplinary *versus* fused or integrated courses, plus some advocacy of synoptic disciplines or of area studies;
(c) prescribed, multi-level, carefully structured and assessed courses *versus* non-prescriptive, non-streamed courses with great freedom in structure and procedures;
(d) textbooks *versus* multiple source materials;
(e) provision of printed materials and other teaching aids by the state *versus* the provision of these by private enterprise.

Many other dichotomies could be posed, but at least there is general agreement on:

(a) the importance of studying *society* rather than studying *subjects*;
(b) the value of drawing on people from many disciplines to assist in curriculum development;
(c) the need for continuous development of the curriculum by teachers and full-time curriculum officers;
(d) the need for high-quality teaching materials which embody basic concepts and seek to develop basic skills;
(e) the uncertainty of the role of state committees and the need for immediate action at the national level.

Perhaps we are at last about to enter a promising national era in social science education, but meanwhile the states have developed some distinctive features.

Western Australia

Western Australia has been characterized at the secondary level by the development of high quality, written materials produced by a skilled and youthful team of curriculum workers.

New booklets centre on the concept of the community and include a study of the local community (*Our Town*), a study of Aborigines (*People of the Spinifex*) and a study of an Indonesian community (*Northern Neighbours*). The books include suggested activities and short-answer questions.

A state committee representing various social science disciplines was formed in Western Australia but has not met in recent months.

No new social studies course was developed after 1967, because of the work involved in the establishment of the Achievement Certificate programme. Nonetheless, existing courses have been infused with new social science understandings, and great care has been taken in stating objectives and in developing assessment techniques.

There is a separate programme in human relationships in Western Australia, but it is not part of the social studies course, and avoiding overlap between social studies, human relationships, health and home economics is a difficult task.

No corresponding production of materials has occurred in the primary social studies field, and a single private textbook tends to have considerable influence on classroom teaching.

South Australia

South Australia's most distinctive features are perhaps an emphasis on a sociological framework for its secondary social studies course, and the production of some attractive and well designed textbooks by teachers involved in the development and trial of the new courses.

Recent books have included *The Family* published by Balara Books, *Within a Community* published by The Social Studies Textbook Association, and *Government in the World Today* published by Social Studies Publications.

The course was in preparation before the 1967 seminar, but both the development of the course and the above booklets seem to reflect some of the emphases and suggestions of the seminar.

The influence of the seminar is more obvious in new pre-service and in-service teacher education courses. For example, the social science courses being developed at Western Teachers' College by Irving Nicholson involve an understanding of the basic concepts and procedures of sociology.

The State Working Party of the Social Sciences in South Australia continues to review current curricula and to discuss future developments. The writer was privileged to attend a meeting of this widely representative committee which was chaired by the Deputy Director of Secondary Education, Mr Hugh Fitzgerald. Mr David Tulloch has played an active role as executive officer of this committee and as a curriculum consultant in social studies. Like all such people, Mr Tulloch has a multitude of duties, including the development of new audio-visual aids; and further curriculum workers in social studies are badly needed. Mr Tulloch has been responsible also for the development of a bulletin about social science teaching entitled *Society*.

A new social studies syllabus has been developed for primary schools. Three publishing firms will be preparing competing study guides and will divide between them the production of ancillary booklets.

Tasmania

Tasmania is quite unique in the social science field. It is building a course from kindergarten up to fourth form, and trying to do so according to a definite curriculum model.

Current developments have probably been stimulated by the 'Role of the School in Society Report', by the UNESCO seminar, and by the creative leadership of Tasmanian curriculum officers.

Recent social science developments have been under the guidance of Warren Brewer, who worked with Professor Connell on the Draft Plan for Development of Social Science Curricula in Australia, and who has tried to use the procedures suggested in the plan as a guide to work within the state.

A state committee was set up, with representatives from various disciplines. This committee is now actually in recess but substantially the same people are on the Social Science Syllabus Committee which is developing a social science syllabus for the secondary school, taking into account changes in primary school social science.

The Primary Social Science Committee has already designed, trialled, evaluated and modified its curriculum for Grades 1 and 2. The curriculum for Grades 3 and 4 is being tried out at present in sixteen primary schools, and that for Grades 5 and 6 is being prepared for trial in 1971.

The most striking feature of current activities is the production of various aids to help implement the ideas and approaches of the course. Already produced are the television series 'Living Together' and a box of aids entitled 'The Community Studies Kit', while in production are 'Regional Photographic Study Kits' and an independent study kit entitled '19th Century Tasmanians'.

Victoria

Victoria is remarkable for the freedom of initiative allowed to individual schools. A veritable revolution is abroad as school after school tries out a 'general studies' approach in the junior years of the high school.

A sampling of some two hundred high schools recently showed that about fifty of these had general studies programmes in first form. In these schools social studies is no longer a separate course but a contribution to general studies. For example, Ferntree Gully High School centred its studies on topics such as: newspapers, clothes, ancient civilizations (Form I); schools, lucky and unlucky kids, population, the sea, weather, the human body (Form II) and South-East Asia (Form III).

The Advisory Committee on the Teaching of Social Sciences in Secondary Schools has continued to meet. Subcommittees have been appointed, and the committee has the part-time service of Ross Cleaves as executive officer.

Mr Cleaves is also a curriculum officer of the education department. The curriculum and research branch has full-time officers working on history, geography, secondary and primary social studies, and is providing leadership and advice on a scale probably larger than any other state.

Another distinctive feature of Victoria is the active interest in curriculum development being taken by the universities. The efforts of Dr Hunt at Monash and Dr Hickman at La Trobe have resulted in experimental social science courses being tried out in receptive and cooperative Victorian secondary schools.

Yet another feature of interest in Victoria is the effort by the history educators to develop a social science course with history as a synoptic discipline.

A new primary social studies framework is being carefully designed, and experimental units are in use in schools.

New South Wales

New South Wales has been slow to develop new social studies courses, perhaps due to the vigorous traditions of history and geography teaching.

Asian Social Studies was pioneered just previous to the 1967 seminar and has continued to develop with the help of in-service courses. A new secondary social science course is now in preparation. It stresses concepts, skills and values, and integrates basic themes through the grades. Suggested themes include: the family; cities and society; science and technology; conflict; laws, rights and obligations. Subject masters on the syllabus committee are trying their hands at developing units based on these themes.

The Advisory Committee on the Development of Social Science in Secondary Schools was appointed late in 1969. This committee advises the Director-General on policy concerning social science education in junior and senior high schools.

The NSW Department of Education has not yet followed the example of other states and appointed full-time curriculum officers to assist in the development of social studies courses. However, there is increasing insistence that such positions be created. The recently established centres for Research in Learning and Instruction, and for Research in Measurement and Evaluation should ultimately be of assistance in fundamental research relevant to social science education.

The Faculty of Sociology at the University of New South Wales is taking an active interest in new social science curricula in NSW and New Guinea, and the Departments of Education at Sydney and Macquarie Universities are assisting in the training of future curriculum workers. Sydney Teachers' College has developed an interdisciplinary course in social science method for graduate students.

No new primary social studies committee has been appointed, but this area is next on the list for revision and some preliminary investigations and discussions are being undertaken.

In general there is surprising agreement among the states on the sorts of topics that best serve as the building blocks of a curriculum. This gives promise for cooperation at the national level. It is also surprising how ignorant we are of trends and developments in other states. Interstate communication is an urgent necessity.

BOOK REVIEW

Social Science for the Secondary School, P. H. Partridge, W. F. Connell and S. W. Cohen. Sydney: Novak, 1969.

Until recently there has been very little public debate in this country about the area of the total curriculum covered by 'social sciences'. The book under review is probably the first to set out in detail radical plans for curriculum revision in this area in Australian secondary schools.

The three authors of the book constituted the panel of directors at the seminar on the teaching of the social sciences organized by the Australian UNESCO Committee for Education and held in Burwood, Melbourne, in September 1967. P. H. Partridge is the Professor of Social Philosophy at the Australian National University, W. F. Connell is Professor of Education at the University of Sydney, and S. W. Cohen is the Deputy Vice-Chancellor of Macquarie University.

At the seminar, which provided the material for the book, the question of what should be done for social sciences in Australian schools was first raised on an organized basis. However, as the authors state, 'The book is a report of what, in the authors' view, are the most worthwhile and promising ideas that have emerged from all the recent discussions on teaching the social sciences in Australian schools.'

The authors suggest that the organization and orientation of the 'traditional' subjects do not adequately equip pupils with the concepts and skills which would enable them to understand the complex society in which they live. They argue that 'newer' disciplines —sociology, economics, social anthropology and social psychology, political science, social geography and education —should contribute to the secondary school curriculum, together with the longer-established disciplines of history and geography.

The knowledge, skills and attitudes which would be the aim of the study of society are outlined in such general terms that it would be difficult to dispute their worth. The authors state in summary, 'The aim of teaching the social sciences is to enable each pupil to understand this society of his, to grasp the manner of its behaviour, to acquire the skills through which it can be managed, to see the interrelationships of its parts, to comprehend its patterns as a whole, and, through this activity, to improve the quality of the life which he and his fellow citizens share in this society.'

When discussing the thorny question of how such study might be developed for the secondary school, the authors offer no one simple solution. Rather than the introduction of the newer disciplines as separate studies, they advocate a single subject incorporating what each discipline has to offer.

Three methods of introducing a new subject—modification, integration and eduction (or innovation)—are considered. The authors outline possible course content arrived at by each method, and indicate the shortcomings of these outlines. They set out the general steps which they consider would be necessary for the successful introduction of a new subject, and the criteria which the programme extending over the first four years of secondary school should meet. The teaching methods seen as best achieving the purposes of the course are pupil-directed activity, inquiry and cooperative group methods. The organization of materials centres at school, regional, state and national levels is advocated.

The final chapter outlines the procedures for action by which the Burwood seminar hoped the new subjects would be developed and introduced.

It was seen as desirable that much of the work of developing new syllabuses and materials be carried out at the state level, but a national committee and clearing house were thought necessary to provide services and facilities for the state committees and to commission projects. There was hope that finance for these activities would come from state and national governments.

How well these plans can be fulfilled in the time remains to be seen. But if we agree that children leave school less well equipped than they could be to understand society, then it is obvious that our best efforts should be devoted to improving this situation.

Social Science for the Secondary School raises this issue, and makes some suggestions about how to come to grips with it. Debate and discussion could undoubtedly centre on a number of the assumptions and ideas in the book, but we hope that it will take place within a situation where concrete steps are being taken to try to improve what our schols offer, rather than in an atmosphere of theoretical aridity.

A New Course in Papua and New Guinea

Although we have yet to see a new comprehensive social science course within Australia, there are interesting developments taking place in the Territory of Papua and New Guinea. A number of Australian and New Zealand experts have been involved. Let us look at the outlines of the syllabus, and its aims and rationale.

Organization

The new course is being gradually introduced into all secondary schools in the Territory. In 1970 it is being tested in a sample of Form I schools. Next year the Form II level course will be tried out, and Form I will be extended to all schools. A similar procedure will operate in 1972 when the Form III course will be on trial, and Form II will be used in all schools. And so the process will be repeated throughout the secondary school.

Nine schools are taking part in the 1970 trials. They represent a mixture of day and boarding, coastal and highland, government and non-government, new and old, single sex and coeducational. At least one teacher from each school attended the May 1969 Workshop on Social Science Education.

A teacher's kit is being produced to accompany the syllabus. It consists of a teacher's guide, a topic guide and suggested activities for students Some of the material has been tested, but much remains to be done before it is available for use in schools in 1971.

Teacher Training

Workshops will be held at district and regional centres. They will allow teachers to exchange views, and to compare their progress with the expectations of the syllabus. Others involved in the project will attend to give guidance—from the university, inspectorate, teachers' college, and education department. Interested teachers from schools close to workshop centres can also attend.

A number of committees, with members drawn from TPNG and overseas, organize and operate the project, with the aid of officers from the education department. Academic consultants and experts include Professor S. Encel and Dr D. Dunphy (University of NSW), Professor J. E. Ritchie (University of Waikato), and Dr G. Trevaskis (TPNG). Dr J. F. Cleverley (Monash University) and Mr G. L. Johnston (University of Tasmania) have assessed the whole primary social studies course.

The Syllabus

The course in social science for secondary schools is to be a core unit of the curriculum. The syllabus is concerned with social change, its nature, its characteristics, its observed phenomena, its effects. The syllabus also compares and contrasts social change within the Territory with that in other parts of the world.

The course objectives, organization and content take account of the administrative problem involved in the existence of two distinct 'terminal' years in the Territory's education system. One occurs at the end of Form II, the other at the end of Form IV. These two terminal points represent minimum educational levels for specified jobs. In addition, the composition of the secondary school population, its selectivity and relative smallness, its employment aspirations and likely future developments within the Territory have all had to be taken into account when designing the syllabus. It has also had to be tailored to suit both indigenous needs and the capabilities of the teachers, most of whom are expatriate.

The syllabus uses an inter-disciplinary approach. It draws upon the social sciences, defined in this case as: history, geography, anthropology, sociology, political science, economics. The content and methods of these are used to tackle the problems and topics in the course from different but complementary points of view. The topics are thus conceived as starting points rather than ends in themselves, and become the media for developing the knowledge, skills and abilities set out in the organization of the syllabus. In this way the student's knowledge and ability to analyse similar problems in new contexts can be developed.

'Concentric' Approach

The approach used is 'concentric'. For this, the student proceeds from a study of his local environment—home, village, school—to the study of town, region, province and world. Comparative studies at all these levels are aimed at developing an understanding that much of what is taught in the social sciences is common material, though it becomes more complex the larger the society studied.

There is also an element of 'spiral development' in the syllabus. Content studies in the first year are looked at again in the third and fourth years, but from different points of view. The organization of the syllabus into units covering particular topics entails an overlap in the use of concepts which recur at higher levels. Those learned in studying topics early in the course are applied to the study of later, more complex topics.

The core studies in the social sciences are designed to take eight periods a week. Provision is also made for elective topics for an extra two or three periods. The choice of these is left entirely to the discretion of the teacher. He may emphasize local interests and activities in more detail, or reflect the interest patterns of students, or enable himself to develop and present materials in which he has particular interest and expertise.

Major Objectives

The course has the following objectives:

(a) to develop understanding in the student of his role in particular groups and in society as a whole;

(b) to know and understand the 'central processes of society', particularly as they affect the development of the Territory;

(c) to learn 'skills of social inquiry and social action' so that through an analysis and evaluation of social processes the student may increase his potential contribution to his country;

(d) to 'evaluate his individual growth in a changing society' and, at the same time, lead to a commitment of active participation in social life.

Themes and Structure

The syllabus develops four general themes: Year 1—'Similarities and Differences'; Year 2—'Changes and

Development'; Year 3—'Adaptation'; Year 4—'The Modern World'.

In Years 1 and 2 the emphasis is on acquainting students with the learning process and learning methods, including problem solving. Critical thinking and objectivity together with the basic concepts of the social sciences are introduced and developed.

In Years 3 and 4 the emphasis in the first two terms of the third year is on the development of man from early times to pre-industrial society. This study leads to development of the concept of modernity, which is studied for the remainder of the course. This is a concept which emphasizes urban society, without losing sight of rural industry, agriculture and the village as indispensable facets of modern society.

Year 1 Course

(i) *Individual and Society*: social (group), individual and methodological aspects.

(ii) *Self-study*: individual characteristics, group characteristics, group interaction and self.

(iii) *Primary groups (family)*: function of family and roles of members, division of labour, specialization, status, obligations and rights, social control, conflict in family; types of families —immediate, extended; other families in New Guinea; culture and tradition in families.

(iv) *Primary groups*: structure and organization of school, function, roles and status, social control and sanctions, problems in school, comparisons with other schools.

(v) *Primary groups (village and community of school)*: structure and organization, customs, social control, institutions; supply and demand, cash flow, surplus, problems in the market.

(vi) *Survey of local area*: history, change; physical environment—land forms, land use, resources, space, distance, direction, ecology.

(vii) *Local survey*: transport, communication, technology, history of technology, problems created by modern technology.

(viii) *European culture* (analysing perceived differences): stereotypes, changing the stereotype, prejudices.

(ix) *European culture* (Europeans in TPNG): where did they come from, colonialization and national prestige, land and resources, religious motives, humanitarian motives.

Year 2 Course

(i) *Personal development*: self, vocations, life cycle, changing behaviour, problems in growing up.

(ii) *The changing family*: (a) social and economic change—functional changes, structural changes, customs; (b) the family as a universal unit—common to the whole world, demographic view of the family, the family as a social group.

(iii) *The changing community*: (a) economic—occupation, use of money, problems in the contemporary community; (b) institutions—local government—structure and organization, functions; relationship to central government, administration; the school in the community; firm, factory, plantation; the Mission—aims and objectives, history in local area; (c) instituting change in community development—resources, personnel, facilities, rewards; tackling the problem.

(iv) *National development in TPNG*: nation and village, modern developments, national planning, conflicts in TPNG society, political parties.

(v) *Development of neighbouring countries*: (a) Australia—discovery, population and demography, political development, rural development, urban development, interdependence of city and country, physical terrain, economic growth. (Neighbouring countries to be analysed in a similar way to Australia.)

(vi) *Choice between Indonesia and a Pacific country*: (a) Indonesia—primitive affluence, population pressure, unification, Java and the outer islands, later Dutch colonialism; Nationalism and Islam; feudal aristocracy to guided democracy; confrontation with Malaysia; relationship to TPNG—the border question; (b) a Pacific country—e.g. Fiji, Hawaii, New Zealand, New Caledonia; colonialism, nationalistic and revitalization movements; nationhood or nationalism; elite and the masses; stages in independence and problems in attaining nationhood.

(vii) *Japan*: the Tokugawa Period; breakdown of isolation, religion and monarchy.

(viii) *World powers*: Russia and America—effect of capitalism and communism on political organization, social organization, economic organization.

(ix) *United Nations*: origins and structure, functions, organization, achievements, relationships to TPNG.

Year 3 Course

(i) Overview of Years 1 and 2.

(ii) *Physical environment*: (a) physical processes—the seasons, climate, man's adaptation to these; (b) topographies—development of the earth's crust, physical landforms; types of landscapes; vegetation types; soil resources and uses; effect of man's habitation in creating topographies.

(iii) *The early development of man*: Australo Pithicus to homo sapiens; big brain; immaturity at birth; absence of fixed instinctual patterns; the development of communities.

(iv) *Society as a system*: rural development—(a) general—traditional man/land systems; balance of nature; population pressure and movement; (b) case study—origins of the people of TPNG; parallel case study—Polynesian or Aboriginal developments.

(v) *Rise of urban centres*: China, South-East Asia, Egypt, the Incas or Mexico. (a) reason for settlement; (b) urban growth—means of growth, materials, labour; (c) results of growth —social organization, economic, learning, leisure, culture, aggression and defence, technology.

(vi) *The impact of technology*: tools, machines; transport, communications; effect on environment.

(vii) *Adaptation to the modern world*: outline of international developments since World War II to place countries being studied in a broad perspective; (a) the Great Powers; (b) important Asian nations; (c) world problems.

Year 4 Course

(i) *Modern cities*: review of growth of urban centres; rural/urban interdependence; reasons for growth of modern cities—economic, social, technological; ideas of mass society.

(ii) *Social structure in urban society*: social organization, administration; means of informal social control, means of formal social control.

(iii) *Major groups in urban society*: (a) political parties—nature and ideas;

main political parties in TPNG; (b) trade unions—aims and policies; trade unions in TPNG.

(iv) *Use of public money*: town administration and public needs, allocation of money through budget, cost of public services, public accounts, rate and taxation system, grants to TPNG and their uses; role of the bank; planning—(a) economic, (b) social, (c) physical.

(v) *Problems of urbanization*: (a) general—physical and demographic problems; social problems involving social disruption and disorganization; control and solution of problems; (b) the individual—wider choice, freedom and independence with regard to job opportunities, leisure, culture conflict, adaptation—socially and economically.

(vi) *The village in modern society*: interaction between city and hinterland; agriculture in the economy of the nation; village as part of one nation; occupations in the rural sector.

(vii) *Culture*: as a system of belief—(a) in the local area and its simplified view of life; (b) developing nationalism in TPNG, breakdown of simple beliefs through education, cultural change.

(viii) *The development of ideologies*: democracy, communism, socialism, capitalism, totalitarianism: historical development, thinkers, originators and implications; conflict of ideologies; revision and development of concepts from Year 2—emerging nations.

(ix) *International relations*: economic—uneven distribution of wealth, economic aid and agreements; socio-economic—population pressures and demographic problems; political—current conflicts; the need for economic and political international cooperation.

(x) *The future*: the individual, his importance, dignity, future prospects and human rights; TPNG—economic, political and social developments envisaged and problems to be overcome; the world—internationalism and co-operation, understanding, trust, peace.

Materials Available from NICSSE

NICSSE hopes to make available information on a wide variety of materials, but only a few of these can be included in the bulletin. Most will be published separately as reports or occasional papers of varying length. These will include descriptions of Australian and overseas materials, critical reviews, reports of experimental projects and research, and individual contributions to the discussion of curriculum problems. We plan to produce about twenty items during 1970.

A list of items already available* is given below, followed by a list of items planned or in course of preparation. In addition, some of the earlier items describing materials will be later supplemented by critical reviews and discussion by experts in various fields.

Items Available

1. *Holt Social Studies Curriculum*

(a) A general description of the Holt social studies curriculum materials of which Edwin Fenton is general editor; summary of the educational rationale given for the curriculum; brief views on the 'inquiry approach' by prominent American educationists; comments of two Australian educators who have used the materials in the classroom.

(b) Separate, detailed descriptions of the student texts, teachers' guides, audio-visual aids and test booklets, comprising the following courses: (i) The Shaping of Western Society, (ii) Tradition and Change in Four Societies, (iii) The Humanities in Three Cities, (iv) Comparative Political Systems, (v) Comparative Economic Systems, (vi) Introduction to the Behavioral Sciences, (vii) A New History of the United States.

2. *The Monash Social Science Curriculum Development Project*

A collation of reports to date on the experimental project being conducted at Monash University under the supervision of Dr F. J. Hunt.

3. *History Teaching in Victoria: Directions of Change*

An article by Mr Ian Whelan, formerly Executive Officer of the Victorian Advisory Committee on the Teaching of the Social Sciences.

4. *Minnesota University Social Studies Project*

A summary of the final report by Edith West *et al.* on the preparation and evaluation of social studies curriculum guides and materials for Grades K-14.

5. *'The Organization of Labour'*

A description of three different treatments of the topic 'The Organization of Labour': that of the Harvard Social Studies Project's Public Issues series; of the Holt Social Studies Curriculum; and of *Australian Economic Framework* by N. T. Drohan and J. H. Day.

6. *Harvard Social Studies Project*

(a) A description of the Harvard Social Studies Project's/Public Issues series (Oliver and Newmann), including rationale and teaching methods.

(b) A summary of *Teaching Public Issues in the High School* by D. W. Oliver and T. P. Shaver.

7. *The Study of American Political Behaviour*

Summary of H. D. Mehlinger's paper on the Indiana University High School Curriculum Center in Government Project.

8. *The Social Sciences in the Australian Secondary School Curriculum*

An article based on relevant material in R. T. Fitzgerald's book *The Secondary School at Sixes and Sevens* (to be published shortly by ACER).

Items Planned or In Preparation

1. *Australian Geography Courses and Social Science.*

2. *Experiments in the Social Science Curriculum.* The first of a series of reports on experimental projects in Australian schools.

3. *Games and Simulation: A New Technique in the Classroom.*

4. *Teacher Education in Social Science.* Reports on current courses, methods and problems.

5. *Asian Studies in Australian Schools.*

6. *A New Approach in Social Studies.* A report on the development of new social studies courses in New South Wales based on a social science approach.

7. *Economics for Younger Students.* A review of overseas projects aiming to teach economics to primary or lower secondary pupils.

* The materials themselves may be examined at ACER by teachers and other interested people.

Published by Australian Council for
Educational Research, Frederick Street,
Hawthorn, Victoria 3122, in July 1970.

Brown Prior Anderson Pty Ltd 5 Evans Street Burwood Victoria

NICSSE bulletin

Social Sciences in the Secondary School

Number 2
September 1970

WHAT DO WE TEACH AND HOW?

Teachers may well feel uncertain when faced with requests that they introduce broader studies of society into their school programmes. Such proposals may appear not unlike offers for special courses in sex, alcohol and driver education. In part, they reflect a growing community demand that the secondary school assume functions formerly belonging to the family. Also, modern society, troubled by problems of its own making, seeks to enlighten the adolescent about the nature of current change and wants to equip him to cope with it.

In the past, courses devoted to the study of social problems have held relatively little appeal for secondary teachers in Australia. Such courses, usually termed 'social studies', tended to be reserved for less academic students. Their typical blend of material from the fields of history and geography did not, as one critic put it, 'overtax the brain' and made 'fairly pleasant reading'. In recent years, however, social studies has won improved status in some states by becoming one of the basic or 'core' studies in the junior school programme.

Wider Concept

Those academics and others wishing to extend further the social studies concept by including data from the 'newer' disciplines favour the use of the term 'social sciences'. They argue that sociology and anthropology, as well as economics and social psychology, can contribute much to the adolescent's understanding of his environment. This approach involves the task of integrating in some way or other those diverse elements considered relevant to the study of a particular topic.

Needless to say, the task becomes a most formidable one. Even at university level, the adoption of fully interdisciplinary approaches to teaching has yet to progress very far. Scholars and academics usually find it difficult enough to keep up with the stream of new knowledge coming to hand in their own respective fields. Understandably they seem loath to venture too far into strange territory.

On the other hand, scholars are tending to 'borrow' more and more from other disciplines. Historians, for instance, in seeking to explain past developments rely far more heavily than before on economic and sociological data. Social scientists have become increasingly aware of links between factors and elements not previously considered to have been much related. Trends of this kind give hope that integrated approaches to the structuring of social science courses for schools will prove realistic.

Curriculum Projects

Over the past decade or so, curriculum workers have been especially concerned with the problems of handling the avalanche of new knowledge. The old notion that there is a certain body of facts which every child should know no longer applies. Consequently curriculum projects have aimed at producing alternatives to the traditional goal of mastery of content through essentially bookish methods.

So far, progress in this direction has been most marked in the fields of the physical and biological sciences. Large-scale curriculum projects established in the United States during the post-Sputnik years have harnessed the full-time efforts of leading scholars and other educators in order to devise a wide range of structured learning experiences and materials. Other countries, such as England and—more recently—Australia, have also mounted extensive curriculum projects in these same fields.

Work in the other disciplines, with the possible exception of mathematics, has yet to win the same kind of support and recognition as in the sciences. Nevertheless a growing number of projects have been mounted overseas—most of them again being in the USA. Within the general area of the social sciences, a considerable variety of courses has already been developed. Some are based on single disciplines such as history, anthropology and geography, while others embody a more explicit inter-disciplinary approach. Australia has yet to establish similar projects in these fields.

One of the most obvious difficulties

with the social sciences is the lack of clearly defined boundaries. Educators cannot readily agree on which particular disciplines should or should not be included. Yet the vastness of the subject-matter makes it desirable to limit or restrict the field of study in some definite way. Otherwise the subject may appear to be little more than a collection of ad hoc arbitrarily-decided exercises whose value remains uncertain.

At a Disadvantage

It is this vagueness in definition which seems to have put the social sciences at a relative disadvantage to the physical and biological sciences. In the latter case, the new types of courses have tended to place considerable emphasis on the research for broad principles by which students can integrate new data with existing knowledge and discover patterns of meaning. Much of this work rests on a belief that the various disciplines possess different structures and ways of organizing and processing data. Students undertaking those courses are meant therefore to come to understand the particular concepts and apply the special methods belonging to those disciplines.

Such a theory of unique structures with stress on rather specialized techniques runs counter in spirit to interdisciplinary approaches. If we would have the student examine new situations or problems in ways adopted by research scientists and other scholars, then logically, according to the theory, the material under study should clearly belong to a particular discipline. This would mean that students undertaking a general science course, for instance, might think sometimes like a physicist, sometimes like a chemist, and at other times like a biologist. Obviously such an approach is theoretically viable only where no overlap between the disciplines occurs. It could hardly work therefore in the study of society, with its intrinsically multi-faceted situations and problems.

So far, little agreement has been reached in any of the disciplines as to what constitutes their respective basic structures. This uncertainty appears likely to persist. We can expect the various subject fields to remain in a state of flux for some time to come. If anything, the existing boundaries between particular fields of study will become more and more vague and arbitrary. The quest for definite and unique structures in social science curricula offers therefore little prospect of immediate help to the classroom teacher.

Inquiry Method

An alternative approach—and one which has gained wider support—is to stress the actual processes by which scholars and research workers handle data. Accordingly, the student becomes an active inquirer rather than remaining an inert receptor. Rather than merely record secondhand ideas and opinions, he 'discovers' new truths and relationships for himself. Thus the student literally becomes the scientist, or the historian, or the geographer, and makes, as far as possible, his own observations and interpretations of the data collected by himself or organized for him.

These methods fit well into the academic traditions of Australian secondary schools. They hold considerable appeal for subject specialists who usually make up teaching staffs. Moreover, the notion of every child becoming a scholar through coming to understand and apply the special methods and rules belonging to the study of a discipline serves to justify the familiar subject-centred approach to the school programme.

Not surprisingly much of the innovation made within social science courses has tended to reflect the influence of fairly recent scholarship and research methods. The use of primary sources, statistical data and first-hand observation has become more common. Teachers responding to these trends have taken advantage of the volume of new writing and the paperback revolution to set assignment and project work based on a range of available references wider than the students' texts and class sets of books. The improvement in school and local town library facilities—though still generally far from adequate—has also encouraged schools to promote more independent study activities.

Change of this kind has occurred increasingly in the junior school where previous approaches have proved less and less satisfactory. Attempts to cater for less academic students within the traditional types of geography and history courses, essentially by diluting syllabus content, have not proved fruitful. One consequence has been that teachers have sought to introduce subject-matter more closely related to the child's experience and interests, and to reorganize courses to allow for the study of these topics or interests in greater depth. Studies of local suburbs and districts—their histories, social structure, industries and general layout —have become more popular. At the same time there has been a swing away from courses which aim to cover comprehensively large periods of history and extensive portions of the globe.

The Teacher's Role

Obviously these new types of course involve greater teaching skills. They call for fairly experienced practitioners who have studied the relevant disciplines in some depth and can successfully organize and implement a carefully worked out programme of activities. Such a programme also involves teachers in closer relationships with individual students. Given these sophisticated and demanding tasks, the quality of school staffing becomes more and more important. Clearly the problems here loom large.

Those hoping to bring about rapid and sweeping change in school courses and methods have sometimes failed to appreciate the teacher's position. Consequently they have been disappointed by the rather poor general response to the new materials made available. Research undertaken overseas suggests that teachers (like any other professional group being asked to forsake long-accepted methods) need to be given ample opportunity to study the whole philosophy and rationale of any alternative approaches put forward. Experience has shown that extensive schemes of inservice education constitute a vital element in curriculum renewal.

Student Skills

Equally important is the matter of preparing adolescents for the more complex learning tasks demanded of them. Despite the widening range of abilities and interests within the student body, the trend towards 'intellectualizing' the school programme has, if anything, strengthened during the past

decade. While providing greater scope for individual initiative and original thought, the new approaches often require the student to collect, arrange and analyse a good deal of information. They involve therefore better-developed skills in reading and comprehension (among other things) than were called for in the old 'take a note' methods. Yet a significant number of students, we know, enter secondary school deficient in these basic skills and remain so in later years.

It is possible that the preparation of stimulating learning materials, structured in ways that allow for different levels of understanding and abilities, will help resolve some of these problems. Similarly the carefully devised use of audio-visual media including videotapes may serve as effective alternatives to the printed word. As a result, a greater number of students than otherwise may be able to cope with more intellectually demanding tasks.

Influencing Behaviour

The nature and purpose of these tasks depends essentially on the objectives set for teaching about society in the secondary school. For teachers, aiming mainly at shedding light on social phenomena and developments, the concentration on higher cognitive processes may appear fully justified. For others, concerned with directly influencing adolescent behaviour, the setting out of non-cognitive affective objectives which are related to the interests and attitudes of adolescents becomes essential.

To what extent the study of society in the secondary school can influence adolescent behaviour remains so far unknown. Nor are educators in Australia agreed on whether such studies should directly aim at objectives of this kind. They do agree on the whole that the study of history or geography or some other social science contributes to the adolescent's understanding of the community or world in which he lives. Yet they differ widely on the question of what should be studied or how it should be learnt. Given the increasing number of different groups involved, we can expect relatively little unanimity on these issues in the future.

Under present circumstances, the tasks of devising and implementing satisfactory alternative approaches to those now operating will continue to fall to the classroom teacher or groups of teachers within the same school. We have as yet in Australia no cooperative or coordinated projects for the development of curricula and associated learning materials. While projects in progress overseas may produce results of significant value for Australian teachers, the need for similar work undertaken locally by gifted scholars and educators on a joint full-time basis becomes apparent, if social environmental factors peculiar to our own culture and school systems are to be taken account of adequately. Until this happens, the teaching of the social sciences in Australian secondary schools will be handicapped by a dearth of learning materials which have been developed according to an explicit rationale and carefully evaluated on that basis.

R. T. FITZGERALD

The pleasing response to the first issue suggests that the bulletin can serve a useful purpose. One of our major aims is to serve as a channel of communication to schools throughout Australia. Within this role we would welcome from teachers reports of new approaches or experiments they have undertaken in the field of social sciences within their own schools. We are interested in publishing reports of this kind in future issues of the bulletin.

A Postscript on Queensland

Since writing 'Recent Impressions of Five States' in the first edition of this bulletin, Dr Dufty has visited Queensland and has forwarded this PS to his article.

Queensland has made a major move at the primary level by designing a new syllabus based on the curriculum model developed by Hilda Taba. The curriculum utilizes the Taba objectives and strategies, but distinctive Australian content has been developed and use is also made of the expanding environment model to move from individual to international contexts.

Perhaps the most unusual feature of the Queensland programme is the development of mini-reference libraries which consist of some fourteen titles, with approximately thirty books in all, for use in each Queensland classroom. Sets of colour slides are also being developed by the committee with the help of two full-time curriculum workers, Ray Hibbins and Fred Bower.

I watched teachers at Mount Gravatt South State School making effective use of cross-cultural comparisons and concept development strategies. The teachers are fortunate at this school in having Ken Sydney, a social studies committee member, as principal. The state has a major problem of inservice education ahead, in seeking to implement such a challenging programme after very limited trials. One hopes they will devote adequate time and resources to inservice and preservice education.

At the secondary level things have moved much more slowly and no new social science course has been developed. A working party was set up, with representatives from various social science disciplines, and a searching criticism of the draft plan was made. Criticism centred on the lack of comparative and historical depth of the plan, and suggestions were made on the value of Parson's four basic functional problems as a useful model for studying society. (The functional approach has also been put to use in Western Australia and New South Wales.) The working party has not met in 1970, probably because it was waiting for the Radford Report to come out.

This report is now available and makes such recommendations as the abolition of external exams and the introduction of subjects initiated by schools. If fully implemented, this report promises to be a major turning point in Queensland educational history. Hopefully its influence may also spread to other states.

BOOK REVIEW

Teaching About Society: problems and possibilities, edited by D. G. Dufty, Kent Town, SA: Rigby, 1970.

In appearing three years after the Burwood seminar from which much of its inspiration has been derived, Dr David Dufty's book comes at a time of uncertainty and lack of clear direction in social science education in Australia. Issues concerning teaching about society have arisen for which either safe conventional teaching methods or more progressive alternatives might well have been proposed. Happily Dr Dufty and his twelve Australian co-authors have chosen the latter.

In nearly 450 pages, they deal with the majority of problems relating to teaching about society, drawing liberally on overseas ideas as well as the few achievements that have occurred at home. They attempt to provide a number of guidelines, and make suggestions about the future with degrees of insight and success which vary with each contributor's academic background and depth of teaching experience.

The result is a pot-pourri of practical advice, theoretical models, 'political' speculation and some building of castles in the air, mixed up with very comprehensive information about courses, teaching practices, and audio-visual media from a variety of sources. The book lacks a tight structure; some of it is repetitious when dealing with classroom practices and media.

Uneven quality is perhaps a result of contributors with varying backgrounds. It is noteworthy that those with close experience of teacher-training college work have most success in keeping their feet on the ground. This is preferable to relying on the often facile diagnoses of overseas experts whose glib solutions may not match indigenous needs.

A feature of the book, forecast by Dufty's introduction, is the number of questions posed for which answers are not provided. As an exercise in stirring people to think about problems and do something constructive, this is quite legitimate. However, so much is left hanging up in the air that it produces the impression that answers cannot be found, and would not be forthcoming at present even if contributors were pressed for them.

Value to Teachers

Teachers, who, for various reasons, tend to be somewhat wary of yet another book telling them how to teach, should give this one more than a cursory inspection. Despite minor drawbacks, it is a mine of information—not all of it easily recoverable due to a limited index—and is essential reading in social science education. It is a ready reference book from which to get practical ideas on lesson planning, as well as a source of inspiration for those teachers who wish to aspire to the heights of curriculum development and course construction.

At least six of its sixteen chapters are directly concerned with the practicalities of classwork, and many provide comprehensive units of work in addition to advice on how to teach them. Four of the chapters, in the section devoted to contributions from individual social sciences, give a great deal of sound information and ideas.

Most chapters provide copious references, usually grouped under categories relating to major aspects discussed in the chapter. For teachers who wish to learn more about overseas courses by contacting project directors or distributing agents, an appendix provides the name, major emphasis and address of some sixty curriculum development projects in the United States. These are grouped under single social science subject headings, inter-disciplinary approaches and classroom approaches and media. Another appendix lists subject associations in Australia.

Specialists' Views

The six specialists, whose views make up the section dealing with contributions from the disciplines, cover between them nearly all the key social sciences.

C. F. Makin's cogent account of anthropology's potential contribution to social science courses is in the cultural and ethnographical tradition of the subject. This is very suitable for secondary school courses, and reflects not only his own training under Professor Berndt, a doyen of Australian anthropologists, but also his own research into community and aboriginal problems. Now principal of Graylands Teachers' College, Makin's experience in teacher training is obvious in the design of two comprehensive specimen units he provides at the end of the chapter. The first deals with a traditional aboriginal culture, and the other describes how a local community study might be conducted.

While not all teachers would agree with D. S. Biddle's enthusiastic claims for the status of geography in the social sciences, many teachers will find his chapter valuable. It clarifies new trends in the fundamental concepts of the subject, and gives a useful section on the use of models in urban geography.

The chapter on economics by Alan Gregory, a lecturer at Monash University, has the same general style. The author is prominent in the Victorian Commercial Teachers' Association, and his chapter reflects his concern that economics should be seen as contributing to training for citizenship. This is backed by a number of examples drawn from American courses and projects, but carries the caution that there is some danger in jumping on to bandwaggons. In view of the apparent lack of real progress since Burwood, Gregory's final comment is worth noting—'critical and creative effort *is* preferable to the easy alternative of inertia' (my italics).

The very positive attitudes of the three authors so far considered contrast noticeably with the views of those concerned with sociology and political science. Both tend to be more academic and somewhat theoretical. This may be due to the inherent difficulty of translating an academic discipline into the more practical framework needed for a school subject. Both subjects are poorly catered for in schools, and there is consequently little precedent to draw upon for ideas. Caution and a reluctance to make innovative suggestions are understandable to some extent in such circumstances, but the net effect is disappointing.

Dr John Hunt, senior lecturer in the Faculty of Education at Monash University, gives a closely reasoned account of sociology's potentialities. He stresses a structural approach as the best way to provide a means of inden-

tifying component elements and their organization. His recommendation that sociology should be introduced initially to sixth forms recognizes the subject's intrinsic difficulties and the dearth of trained teachers for it. G. S. Harman, a research fellow in the Education Research Unit at ANU, sees no reason why politics should not be taught from elementary school onwards, provided an informal emphasis is used instead of the usual approach through formal government structure.

J. M. Graham's contribution on history merits special consideration by all those concerned with the status of this subject in the social sciences. It blends understanding of the field with an obvious academic honesty regarding the slender claims of the subject to be a major social science. This view is backed by evidence from subject examiners and special committees in Australia, and from a large number of overseas projects concerned to improve history's effectiveness. It is in refreshing contrast to the sweeping claims made by many other writers, who appear to see it as the only subject able to teach about society.

Graham, a lecturer at Newcastle Teachers' College, with a good deal of teaching and administrative experience in secondary schools, proposes that a suitable structure for history can be found if it is regarded in the schools as a 'service study' rather than something to be taught. In this role it would be used to 'inquire into the traditional roots of social phenomena and the changes that have occurred in time'.

Fragmentation

Apart from this view, the net effect of the contributions from five other experts is to reinforce the fragmentation already apparent in social studies teaching, let alone social sciences. Consideration of children's needs, as expressed by themselves and not as subject or course designers imagine them to be, is rarely if ever apparent. It is worth speculating about who will derive most benefit from their mixed offerings. Some converted teachers most certainly will. Others beset by gross difficulties in large classes, overloaded timetables and lack of opportunity to explore new ideas are unlikely to derive anything except a sense of frustration and, possibly, some wishful thinking that a millenium may dawn some day. How are their needs to be met?

Some General Solutions

A great deal of the remainder of the book is taken up with 'bread-and-butter' issues applicable to all subjects, and involving not only sober realization of all the many problems we are faced with, but also a great amount of practical advice on how they might be solved. Of these chapters Dufty contributes five, all built around the central theme of how to teach about society—TAS as he prefers to call it, in view of the inadequacies he finds in other titles such as social studies or social sciences. For the busy teacher some of this may not seem important, but all should read the chapters devoted to probing classroom practices and designing integrated courses. Here is Dufty at his most practical, offering not only the recommendations of overseas projects but also his own ideas based on tried and tested projects.

Dufty is now a senior lecturer in the Department of Education at Sydney University, and for many years prior to this was associated with Wagga Wagga Teachers' Training College. He is also able to draw upon research and study in the United States, notably at a recognized centre for research into social sciences at Stanford, California. He has taken a special interest in teaching about Asian societies, and the units he outlines blend conventional subjects with art and music, in an endeavour to get away from many of the stereotyped views which masquerade as dealing with Asian cultures, but in fact contain little but history and geography.

Some of Dufty's ideas about styles of teaching in the classroom should be made required reading for all student teachers and others who still consider that teaching about society can be achieved with a piece of chalk in one hand and a book in the other. They reflect N. J. Holland's central concept that teaching is a dynamic process of classroom interaction. In his model, learning, evaluation, teaching, feedback and self-assessment are fused in an evolving single system, which is as much a help to the development of professional self-awareness for the teacher as it is preferable for the pupil. Dufty takes this a stage further by suggesting that even the 'very category of classroom teacher might be due for disposal'. His alternatives include teaching through multimedia kits, simulation and other motivational devices and team-teaching; he also adds practical suggestions on how these methods can be handled.

The Result

Where does all this get us at this point of time in Australian social science education? In the three years since Burwood—now rather a nostalgic watchword to comfort the faithful—projects have come and gone, committees have been formed only to dissolve, and virtually nothing comprehensive has been achieved. If Dufty's book does anything it should bring home to teachers, administrators, curriculum designers and those involved in teacher training that we are antiquated, unimaginative and grossly ill-equipped to tackle the task for which, presumably, we have been employed.

D. M. Bennett, a chief research officer at the Australian Council for Educational Research, discusses some of the 'political' reasons for lack of progress, and they make depressing reading. Bennett's detailed survey of the situation in social studies subjects in schools provided the factual basis of the Burwood Seminar. We might wonder now whether the picture would be materially different if such a survey were repeated.

Cooperation at a National Level

Donald McLean's plea for educating pupils and their parents in social issues through the mass media provides one solution. W. B. Brewer's emphasis on the need to involve teachers at all levels through associations, seminars, in-service training and the like is another. I. H. Nicholson stresses the importance of greatly refurbished and improved teacher training in the colleges and university departments. Are all these solutions enough?

Let us follow, rather than pay lip service to those curriculum experts we profess to believe in—Taba, Wheeler and others—by first establishing what is needed in social science education and by whom. Dufty's book is notably lacking in really down-to-earth, detailed

appraisal of such aspects. We do not know with any certainty what teachers need or what an industrial society needs for education about its 'popular' social and political culture. Above all, we do not know what our pupils need and would like to have in their courses, because we have never bothered to find out.

Research Priority

It is essential that we give priority to research into all needs, carried out by teachers with the help of research organizations closely in touch with schools. It must not lead to yet another academic research report, promptly shelved and forgotten—the fate of so many projects—but *action research* in which the policy-making element is central.

Some of this has been done in a very limited way in Australia and much more overseas. There seems little doubt that teachers need units and spelled-out courses, with accompanying materials and kits, rather than grandiose curriculum models. They also need a means of getting in touch with other teachers to find out what is going on in Australia.

But serious planned progress on a national basis can only be made if adequate financial support is made available at this level, rather than dissipated around a number of separatist claimants.

Dufty has stressed national priorities in his last chapter. If his book gets this message across to all those concerned with social science education, it will have done its job well.

B. M. BULLIVANT

Materials from NICSSE

Many people have expressed interest in receiving materials and have stated their willingness to pay the charge of $4 per annum to receive the twenty items available. If you still wish to purchase your copies, please send your name and address together with a cheque or money order for $4 payable to the Australian Council for Educational Research. The first batch of materials will be sent to you immediately and further sets will follow as they are prepared.

Social Science Curriculum Projects in the United States

The results of American projects in the social sciences area funded by the US Office of Education and other bodies are now becoming available. The majority has been carried out on a scale and with a variety of approaches and ideas which Australia could not afford to duplicate, but which it would be unwise to ignore when considering what developments are desirable and possible in Australia. The following review has been prepared by NICSSE for the information of teachers in Australia.

Every project which sets out to produce materials for use in schools must translate its theories into practice, so that questions on all aspects of curriculum construction—aims, methods, content, organization—receive some sort of answer. The types of questions asked are as valid for Australia as for America, and the answers given may help in our thinking about the problem.

Major Projects

A number of the American projects, such as the work of the Carnegie Social Studies Curriculum Development Center (directed by Fenton) and Michaelis's Asian Studies Programme, claim to base their method of teaching on the 'inquiry' approach. Their materials may be evaluated as interpretations of this method.

A number of the projects aim either to introduce new disciplines into the schools or to improve the teaching of the established disciplines. The Indiana University High School Curriculum Center in Government, directed by Engle and Mehlinger, has produced materials for the teaching of political science at the high school level; Rice's Georgia University Anthropology Curriculum Project and the Chicago Anthropology Curriculum Study Project headed by Collier aim to introduce anthropology in the primary and junior secondary levels; Senesh's Elkhart Project and Rader's Chicago University Economic Education Project have produced materials for teaching economics at primary school level; the High School Geography Project and Lovenstein's Economics Project attempt to improve the teaching of those disciplines in the high school.

Many of the projects deal with developing curriculum to cover a number of years. Taba's K-8 Curriculum Development Project, which uses a 'spiral' approach, and West's K-12 Minnesota University Social Studies Curriculum Development Project, which attempts to develop a sequential curriculum, both draw on a variety of disciplines.

Area and Topic Studies

Projects which deal with areas of the world considered to be inadequately covered in traditional courses are Project Africa, headed by Beyer and Hicks, and Michaelis's Asian Studies Project.

Oliver, Shaver and Newmann's Harvard Social Studies Project offers an interesting comparison with many of the others, as its principal interest is not in teaching particular disciplines but in getting pupils to examine areas of conflict in society and comprehend the clash of values inherent in these conflicts.

As well as describing the rationale, development and evaluation of their materials, the final reports from these projects provide information on their actual administration, the resources at their disposal, the problems encountered and the solutions reached.

Implications for Australia

These American developments should have much to offer those people in Australia working in the social science area. However, it is very desirable that they be put to the right use. The place of social sciences in the total school curriculum is an area particularly sensitive to national differences, most obviously as regards specific content but also in overall orientation. The introduction holus-bolus of the materials from American projects into Australian schools as they become commercially available seems undesirable, but United States developments offer great potential for assisting curriculum development in Australia and provide stimulating guidelines for our own courses.

EVALUATION REPORT

A Course in the Behavioural Sciences

There is general agreement that meeting the needs and interests of the student ranks as one of the more important objectives of any secondary school course in the social sciences. It is also one of the most challenging—not least due to the difficulty of establishing the kinds of 'needs and interests'. However, some recent studies by Blishen in England indicate that students are able to tell us, if we have the patience to listen to them. What seems abundantly clear is their demand for more adequate knowledge and understanding of the day-to-day behaviour of people around them and, through this, understanding of themselves.

Students show particular interest in the behaviour of certain groups—peers, the family, alienated and minority groups, the maladjusted and so on. While many teachers realize that the curriculum should cater for this interest, there are few satisfactory courses stressing the behavioural approach. What material there is tends to be either too technical and academic, or too grossly popularized to convey the subtleties which this area of study needs, if it is to make a worthwhile contribution to a person's education.

Introduction to the Behavioral Sciences by John H. Sandberg, Associate Professor of Psychology and formerly Director of Teacher Education at Carnegie-Mellon University, is one recent attempt to meet this challenge. Earlier courses in the Holt Social Studies Curriculum are already familiar to many teachers; this is one of the later Fenton courses, and both its subject-matter and handling allow for a more sympathetic implementation of the inquiry approach. It is, however, an American course; it is designed as an elective for abler students at senior secondary level, and in its content and methods it breaks new ground. Here in Australia we might regard it as an experimental course, to be analysed and adapted or revised according to local conditions.

As with the other Fenton courses, the inquiry approach means that the student texts in *Introduction to the Behavioral Sciences* consist almost entirely of readings, each of them intended for a day's discussion. They provide a variety of resource materials —case studies, excerpts of essays and speeches, documents, magazine and journal articles, memoirs, pieces of fiction, statistical data. Each reading is preceded by a short introduction and several study questions: the first few usually ask for information about the reading; the remainder seek interpretation of its implications.

Accompanying audio-visual material takes the form of film-strips, a record, transparencies and class handouts. These are used to make a point—rather than merely to illustrate it—in keeping with the inquiry-discovery technique. The teacher's guide suggests procedures for each of the fifty-eight lessons. Teaching strategies emphasize methods characteristic of behavioural science, such as laboratory-type experiments, devising questionnaires and structured interview schedules, interpretation of raw data and so on.

The first series of lessons, 'On the Nature of Behavioral Science', states the following objectives:

KNOWLEDGE OBJECTIVES

A. To know that behavioral science is one method of understanding behavior, others being religion, history, philosophy, folk wisdom, and simple observation

B. To know that human behavior is so complex that it can be studied from many points of view and in many ways and still not be fully understood

C. To know that much of human behavior is apparently orderly, patterned, and lawful and therefore susceptible to scientific study

D. To know that some aspects of human behavior do not lend themselves to scientific inquiry

E. To know that the major difference between behavioral science and natural science is in the nature of the subject matter rather than in method

F. To know that in behavioral science, as in all science, procedures must be public, definitions precise, data collection objective, and findings reproducible by other scientists

G. To know that while behavioral science can give us information about the probable consequences of our behavior, it cannot tell us how we should behave

METHOD OF INQUIRY OBJECTIVES

A. Given sufficient information about an investigatory procedure, to be able to determine the extent to which the procedure is scientific

B. Given information about an experiment, and data derived from that experiment, be able to make judgments about the scientific validity of various interpretations of the data

AFFECTIVE OBJECTIVES

A. To understand the meaning of the 'spirit of science' as it applies to the study of human behavior, and to begin to adopt this attitude

B. To develop a cautious and critical attitude toward generalizations about human behavior no matter what their source.

Reading Materials

The reading materials designed to achieve these objectives comprise a vivid personal account of water-divining from a popular magazine and excerpts from a study of water-divining by an anthropologist and a psychologist. Then follow their discussions of the balance between caution and receptivity to challenging insights, to be obtained in scientific method; and a defence of the behavioural sciences as science. Students become involved in a variety of activities. They have to interpret hypothetical data, analyse their reactions to a simple test of their reliability as witnesses, and determine the reliability of evidence. By setting up experiments to test for authenticity, examining the standard tests and inventories used by behavioural scientists, and actually collecting data themselves, students gain skill in the work and procedures in this field.

These initial lessons, therefore, attempt to introduce students to the behavioural sciences, by involving them in some of their basic processes. At the same time, however, students are encouraged to recognize the limitations of the scientific approach to the study of human behaviour by working through a specific exercise. This concern for showing that the behavioural science approach is but one of several ways of gaining a closer understanding of human behaviour, is displayed throughout the course and lends it a certain attractive modesty. Ideally, this may encourage a corresponding intellectual humility in the students themselves.

The second series of lessons, 'Coming of age in America', invites students to consider views on the 'American character' and then go on to think about some of the forces which shape character in any society. Students look at modes of child-raising, at the culture of a typical American school (a rather damning analysis!), and study the effects of textbooks on the socialization of the child. Here the course narrows down to the student's own situation, with an examination of conformity to both school and group pressures. The data provided are largely statistical, and the questions seek assessment of the positive as well as the negative side of each situation.

Scientific Method

Despite care to maintain objectivity, the approach in these lessons follows the culture-and-personality school of thought. Recent research by American and European behavioural scientists has shown this approach to be inadequate in some respects. Teachers using the course may well want to correct this emphasis with supplementary material—fortunately, one of the advantages of the inquiry approach is that it can readily accommodate this kind of revision.

With this proviso, there is still merit in stressing the need for students to think objectively and scientifically about areas close to their own personal experience. In this section of the book, care has been taken to achieve a balance between the instinctive emotional response of the student to the provocative material, and the demands it makes on his intellectual faculties. The study materials invite subjective identification—but the framework in which discussion takes place demands objective appraisal which controls and directs this response.

Nevertheless, *Introduction to the Behavioral Sciences* does not stress abstract or technical terminology unduly; it makes its intellectual demands in more positive ways. For example, lessons 19-22 present the student with a description of 'dating behavior' and of the 'athletics mystique'—aspects of his experience he would normally view as unrelated—and invite him to relate them to the quest for popularity. He forms his hypothesis—only to be set the task of assessing the relative merits of diametrically-opposed interpretations offered by two prominent sociologists. This exercise helps to expose his own underlying assumptions and involves a minimum of technical expertise.

Objectivity

Chapter Four is about 'The Search for Identity'. Among other things, the lessons aim to suggest to students 'that some behavioral scientists believe that a basic cause of alienation is the impersonal nature of life in twentieth-century society'. Further, students should know that alienation can be manifested in many ways, varying from complete withdrawal from society to violent attacks upon it. At the same time, these lessons are designed to promote 'a more objective attitude towards behavioral phenomena associated with alienation, such as drug use, radical political activities, and anti-social behavior of many kinds'. They also hope to encourage 'willingness to consider one's own feelings thoughtfully with regard to alienation and identity'.

Chapter Five takes up a special aspect of alienation—schizophrenia. The lessons direct the student's interest away from his own situation into what is probably quite a new area of knowledge. They require him to respond at three different levels. He should gain a better understanding of what schizophrenia is, how it is related to normal behaviour, how it is treated, and the controversy about this. He should learn to interpret medical data according to scientific methods and to be able to apply conditioning principles. Thirdly, the lessons aim to encourage sympathetic understanding and patient examination of disturbing and controversial material.

'Race and prejudice' is a topic which invariably features in American social studies courses. It has less immediate relevance in Australian courses. However, the treatment here is less exclusively devoted to the negro than is typical. There has been some attempt to place racial prejudice and protest behaviour in the wider context of the general processes of attitude formation. The emphasis is on seeking to understand why such behaviour occurs, rather than on the form it takes or which side is right. Hence, the exercises these lessons involve are probably as relevant to an understanding of human behaviour as the others in the course.

The final series of lessons, 'Frontiers of Behavioral Science', examines several aspects of learning theory: the chemistry of learning, the importance of early learning, and the utilization of learning theory in education. Through participation in a simple memory experiment, students learn to recognize some of these aspects of learning. Readings and a filmstrip, 'Research in Early Learning', raise the possibilities of other kinds of potentially valuable research.

Finally, an extract from the controversial novel *Walden Two* by B. F. Skinner, which describes the sort of society he imagines can be achieved through planned application of behaviour principles, opens up a generous field for debate. It is a highly provocative and fitting conclusion to the course.

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Published by Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria 3122,
in September 1970

Editor: R. T. Fitzgerald.